

**State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



U.S. Department of Education

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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (S425U210023):

SEA Contact: Ryan Stewart

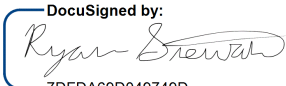
Telephone: 505-795-1009

Email address: Ryan.Stewart@state.nm.us

Additional SEA Contact: Louie Torrez

Telephone: 505-699-2054

Email address: Louie.Torrez@state.nm.us

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| <p>By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> | |
| <p>Chief State School Officer or Authorized Representative (Printed Name) Ryan Stewart, Ed.L.D.</p> | |
| <p>Signature of Authorized SEA Representative</p> <p>DocuSigned by:  7DFDA69D049749D...</p> | <p>Date: 6/4/2021</p> |

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other States and LEAs.

The top three strategies that have been most effective in supporting the needs of students during the pandemic include:

1. Providing holistic guidance for remote, hybrid, and moving back to full, in-person instruction. Guidance developed by the New Mexico Public Education Department included academic support, a Toolkit for managing structures and supports for COVID-safe practices, and community and family engagement.
 2. Providing real-time support for students most at-risk during the pandemic including developing a comprehensive project called Engage NM with Graduation Alliance. The project worked to identify students who were disengaged or needed intense, tiered interventions including an individual academic coach and counselor. In addition, NMPED provided robust guidance for students and families that experience homelessness (see attachment) during the pandemic, which was highlighted by the US Department of Education Best Practices Clearinghouse to Highlight Innovative Practices for Reopening Schools and Campuses.
 3. Setting up a statewide Learning Management System (LMS) that provided free access and complete, 24 hr. customer service to families, students, and educators. The LMS system allowed the state to highlight the importance of High Quality Instructional Materials and provided a forum for connectivity among educators and a warehouse for professional learning. It was a quick, effective tool for supporting educators to navigate a completely virtual model of instruction.
2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students. The first issue students and schools face in response to the pandemic is access to technology. NMPED recently asked LEAs across the state to complete an assessment survey to locate specific tool and connectivity needs. Initial data suggests that 20,000 out of 250,000 students lacked connectivity, or a 1:12 ratio.

Conversely, only 1 in 25 students have limited access to technological tools and computers. If students, families, and educators continue to have limited to no technology and connectivity, there are large implications for remote instruction and accelerated learning for the coming school year. Education systems have been shaped by technology whether students return to full, in-person instruction or not.

The second critical issue facing New Mexico students and schools for the incoming school year will be learning gaps in critical content areas. While we are concerned with reading, and are focusing largely on early literacy, we are heavily concerned with mathematics. Our most recent data for mathematics is from school year 2018-2019 (see attachment) where data shows a mere 8% of 11th grade students met or exceeded the standards via the summative assessments. Likewise, at key school years for 7th and 8th grade, only 19.5% of students met or exceeded the standards. The highest percentage of meeting standards was at 3rd grade with 32%. This is a significant issue without a pandemic. Given our state trend data in tandem with the national trends we are seeing about potential learning gaps in mathematics, we foresee mathematics education as a critical issue facing the state.

The third critical issue facing New Mexico is the educator workforce crisis -- the state crucially needs educators in all areas. Educator vacancies in the state already hover between 550 and 700 given a 22,000 member workforce. Another reading of this is that between 10-20 schools in New Mexico out of 840 total schools have no, fully-licensed, professional educators in place. If national retirement trends impact New Mexico, and current patterns for vacancy continue without a lack of concerted efforts on pipeline development, schools and districts will be struggling to provide adequate instruction for years to come.

3. Identifying Needs of Underserved Students: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and

- ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table A1.

| Student group | Highest priority needs |
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| Students from low-income families | <p><i>Given the high chronic absenteeism rates for all students, the two priorities for students from low-income families are student engagement and social emotional well-being. The data show that at least one-quarter of all students across the state K-12 were chronically absent during school year 2020-21.</i></p> <p><i>Low-Income Students' Chronic Absenteeism rate in school year 2020-21: 30.87%</i></p> |
| Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity) | <p><i>Given the high chronic absenteeism rates for all student racial/ethnic groups below, the two priorities for all groups are student engagement and social emotional well-being. The data show that at least one-quarter of all students across the state K-12 were chronically absent during school year 2020-21.</i></p> <p><i>Caucasian Students' Chronic Absenteeism rate in school year 2020-21: 27.09%</i></p> <p><i>Black Students' Chronic Absenteeism rate in school year 2020-21: 33.64%</i></p> <p><i>Hispanic Students' Chronic Absenteeism rate in school year 2020-21: 29.45%</i></p> |

¹ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

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| | <p><i>American Indian Students' Chronic Absenteeism rate in school year 2020-21: 32.26%</i></p> <p><i>Native Hawaiian or Other Pacific Islander Students' Chronic Absenteeism rate in school year 2020-21: 30.28%</i></p> <p><i>Asian Students' Chronic Absenteeism rate in school year 2020-21: 24.13%</i></p> |
| <p>Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p> | <p><i>Given the high chronic absenteeism rates for all students, the two priorities for both female and male students are student engagement and social emotional well-being. The data show that at least one-quarter of all students across the state K-12 were chronically absent during school year 2020-21.</i></p> <p><i>Female Students' Chronic Absenteeism rate in school year 2020-21: 26.26%</i></p> <p><i>Male Students' Chronic Absenteeism rate in school year 2020-21: 29.56%.</i></p> <p><i>To address both genders, we will prioritize their social emotional needs through the implementation of our newly launched NM SEL Framework.</i></p> |
| <p>English learners</p> | <p>Screening for potential English Learners. Support for all LEAs and charter schools on screening potential Kindergarten ELs so that we ensure appropriate identification in order to provide eligible services.</p> <p>Professional Development and Learning. Training for LEAs on the EL identification process throughout the summer and school year. Also, professional learning for educators on providing both integrated English Language Development (ELD) support within content area courses/blocks and designated ELD to focus on speaking, reading, writing and listening skills, and strong focus on language production (speaking and writing) that doesn't typically occur during integrated ELD where content is the focus.</p> <p>Technology. One on one technology for language support for all students that are ELs, including those served in Bilingual Program (BMEP) students.</p> |

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| | <i>EL Students' Chronic Absenteeism rate in school year 2020-21: 35.72%</i> |
| Children with disabilities | <p><i>Given the high chronic absenteeism rates for all students, the two priorities for students with disabilities are student engagement and social emotional well-being. The data show that at least one-quarter of all students across the state K-12 were chronically absent during school year 2020-21.</i></p> <p><i>Students with Disabilities Chronic Absenteeism rate: 32.39%</i></p> |
| Students experiencing homelessness | <p><i>Chronic absenteeism</i> – <i>High mobility and absenteeism go hand-in-hand for students experiencing homelessness. Many LEAs report that their students are moving so frequently throughout this pandemic that it is often difficult to keep track of them. Students experiencing homelessness miss school for a variety of reasons. Sometimes, lack of transportation, family caretaking responsibilities, lack of sleep due to unpredictable housing arrangements, and chronic physical and mental health issues become barriers to their education. The survey results above show that our students experiencing homelessness are in survival mode at this time, making school less of a priority.</i></p> <p><i>Student engagement</i> - <i>Many students and their families may not self-identify as homeless or understand that living doubled-up may qualify them for additional services, so LEAs are encouraged to ensure that systems are in place to identify returning McKinney-Vento students, as well as students who are newly experiencing homelessness as a result of COVID. The survey results demonstrate that it is almost impossible to stay engaged in school if students do not have access to the internet, laptops, homework assistance, food and other basic necessities.</i></p> <p><i>Social-emotional well-being</i> - <i>The survey revealed that the pandemic has negatively impacted the emotional and mental health needs of our students experiencing homelessness. Homeless Liaisons report that they are seeing an increase in anxiety, depression, and toxic stress</i></p> |

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| | <p><i>related to food/housing/financial insecurity, overcrowded and/or substandard housing, living with an abusive/mentally ill/addicted person(s), illness or death of a loved one, caretaker responsibilities for other members of the household). These additional stressors are likely impacting their academic achievement, attendance, engagement and overall well-being.</i></p> <p><i>We have not disaggregated Chronic Absenteeism rates in school year 202021 for students in this subgroup.</i></p> |
| <p>Children and youth in foster care</p> | <p><i>1. Ensure student’s social/emotional needs are met. Students in foster care have often already experienced trauma and loss. The COVID-19 crisis compounds these issues and adds social isolation challenges. Many students in foster care were receiving social/emotional support from counselors and other service providers as part of their regular school day. It is critical to ensure these supports continue while schools are closed, either through virtual school connections or finding new outside-of-school service providers to support the child in foster care. Even students in foster care who had not previously needed social/emotional support may require help during this time.</i></p> <p><i>2. Encourage school engagement. Students in foster care often struggle to engage in their school community and education. This can be for many reasons, such as past trauma, frequent school moves, unmet educational needs, mental health issues, or distrust of teachers and peers. The COVID-19 pandemic can lead students in foster care to further disengage from school if efforts aren’t made to keep them connected. The goal is to find motivational strategies that help the student want to learn and continue in school.</i></p> |

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| <p>Migratory students</p> | <p><i>During COVID-19, migratory students experienced lack of consistency and educational continuity which included changes from remote to in-person learning. During the revision of the New Mexico Comprehensive Needs Assessment, the following priorities were identified.</i></p> <p><i>1. We are concerned that migratory students are achieving proficiency scores on state assessments in English Language Arts (ELA) at a lower rate than non-migratory students.</i></p> <p><i>- 21.1% of migratory students are proficient on the ELA state assessment compared to 31.6% of non-migratory students. 56% of migratory students did not make gains on local reading assessments in 2019-20.</i></p> <p><i>2. We are concerned that migratory students are achieving proficiency scores on all assessments including State assessments in mathematics at a lower rate than non-migratory students.</i></p> <p><i>- 12.8% of migratory students are proficient on the math state assessment compared to 22.1% of non-migratory students. 55% of migratory students did not make gains on local math assessments in 2019-20.</i></p> |
| <p>Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)</p> | <p><i>Given the high chronic absenteeism rates for all students, the two priorities for students from these subgroups are student engagement and social emotional well-being. The data show that at least one-quarter of all students across the state K-12 were chronically absent during school year 2020-21.</i></p> <p><i>We have not disaggregated Chronic Absenteeism rates in school year 202021 for students in these subgroups.</i></p> <p><i>Youth involved in the criminal justice system: PED will reach out to LEAs with current Title I, Part D, Neglected and Delinquent programs to provide technical assistance and ensure the LEAs are addressing student engagement and social emotional</i></p> |

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| | <p><i>well-being. PED will also remind all LEAs of the specific needs of these students.</i></p> <p><i>Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years: NMPED will continue to contract with Graduation Alliance to bolster the project we began in the spring of 2020, Engage NM. The project provides a personal academic coach and counselor to support students struggling with engagement and/or chronic absenteeism. Students are locally identified and the project tracks success and interventions. Students who missed the most in-person instruction and were largely disengaged during 2020-21 will be identified for automatic tiered support moving into 2021-22.</i></p> <p><i>Students who did not consistently participate in remote instruction when offered during school building closures: NMPED will continue to contract with Graduation Alliance to bolster the project we began in the spring of 2020, Engage NM. The project provides a personal academic coach and counselor to support students struggling with engagement and/or chronic absenteeism. Students are locally identified and the project tracks success and interventions. Students who missed the most in-person instruction and were largely disengaged during 2020-21 will be identified for automatic tiered support moving into 2021-22.</i></p> <p><i>LGBTQ+ Students: PED is currently working on guidance for LEAs in supporting transgender students' mental health and equitable access to academic and SEL supports.</i></p> |
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4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.
 NMPED has contracted to work with the National Center for Assessment to immediately look at interim assessment data results. The Center for Assessment will work with NMPED to examine relationships in school performance pre- and post-COVID using interim assessment data across two to three school years (ideally, from 2018-19 through 2020-21). The Center for Assessment will determine representation of vendor-provided interim data by subject, grade and, if

possible, subgroup. Specifically, the total numbers of students (and subgroups when possible) tested will be compared against the total number of students enrolled by subject/grade-level at a state, district, and school-level. We will use any school-level data available on school-based learning approaches (i.e., online, hybrid, in-person) and test conditions (e.g., remote vs. in-person testing) to contextualize results and clarify limitations related to the reasonableness of inferences drawn from results.

The collaboration will allow us to analyze data from three interim assessment vendors to compare school- and subgroup-level performance in pre- and post-COVID achievement and growth results. We specifically focusing on the three interim assessment vendors most widely used across the state (Curriculum Associates, NWEA, and Renaissance Learning), as we provided guidance and strong recommendations that LEAs continue to assess students even during remote instruction for SY 20-21.

Separate analyses will be conducted for each interim assessment. The following key analyses will help us discuss strategies, as well as address funding and policy decisions with LEAs:

- To examine performance, annual Fall/Winter performance results in 2018-19 and 2019-20 will establish a baseline for comparing pre-COVID performance to post-COVID performance in 2020-21 for each grade and subject (e.g., comparing Winter 2019 results to Winter 2020 results across grade 3-8).
- Comparisons will reflect different cohorts of students. We will identify schools that demonstrated similar or significantly better performance during COVID, as compared to pre-COVID performance and/or growth.

In summary, this analysis will allow us to identify groups of students most impacted academically by the pandemic and the loss of instructional time. We will then use statewide summative assessments to continue to examine long term trends as best possible.

In relation to mental health, New Mexico PED has provided guidance and training to LEAs on how to identify those students most at risk as well as how to provide support at the school and district level. For example, the NM SEL Framework (see attachment) includes an assessment rubric as a way for schools to get building-level data.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

- i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

The status of the mode of instruction as of April 5 across all LEAs is full-time, in-person learning.

PED collects Student and Teacher Accountability data from the LEAs on a quarterly basis. This data includes student enrollment within the student groups identified in A.3.i-viii, student demographic data and attendance data whoever, not within the student groups identified in A.3.i-viii. This data is collected from all LEAs which includes all public schools and charter schools on a quarterly basis at the 40th school year day, the 80th day, the 120th day and the end of the school year. The data is stored in PED's student longitudinal data warehouse. Attendance data is not collected at the SEA level.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

The data described in A.5.i.a and b is provided with the application submission using Appendix A, Table 2 for the 80th day of School Year 20-21. This data will be published to the NM PED public website by June 21, 2021. The data published to the public website will be updated quarterly when PED collects the data from the LEAs on the 40th day, the 80th day, the 120th day and the last school day of each school year.

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for summer 2021 and for the 2021-2022 school year.

During the regular school year, all New Mexico LEAs will be offering in-person instruction for all students and families seeking that option. All LEAs will be expected to open fully for in-person learning for

both summer programming as well as next school year. NMPED has provided guidance to all LEAs in the form of a Roadmap (see attachment) towards returning to school. Through a consortium of school districts and charter schools offering virtual school programs, NMPED will support families and students seeking to continue remote learning in SY 2021-22. LEAs have flexibility in the manner in which they conduct their optional summer programs, but the Public Education Department is not aware of any districts or schools that offer optional summer programs that are not offering those programs in person.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools.

This description must include:

- i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

| Mitigation strategy | SEA response |
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| Universal and correct wearing of masks | <i>The PED has released, and updated, guidance as necessary to require masks be worn on school campuses and at school-sponsored events. Students and staff are required to wear multi-layered masks while on campus, during transit, and at school-sponsored events with exceptions for when: 1) eating or drinking,</i> |

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| | <p>2) there is a short, outside, mask break in groups of 5:1 during which students are socially distanced,</p> <p>3) when staff are alone with the door closed in a classroom or office, and</p> <p>4) when staff are in small groups outside (without students).</p> <p>Mask exemptions may be granted to students by an IEP team or a 504 team if the school can continue to provide in-person services safely to the student and the rest of the school community.</p> <p>Walkthroughs by PED staff, contractors, or local officials were required prior to full re-opening to ensure the safety of the campus, which includes print notifications for COVID-safe practices, including mask wearing.</p> <p>The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including the requirement to wear multi-layered masks over the nose and mouth. The PED has hired investigators to investigate credible complaints.</p> |
| <p>Physical distancing (e.g., including use of cohorts/podding)</p> | <p>The PED has released, and updated, guidance as necessary to require social distancing on school campuses and at school-sponsored events. Students</p> |

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| | <p><i>and staff are required to maintain six-feet of distance from other individuals while on campus, during transit, and at school-sponsored events to the extent possible.</i></p> <p><i>For overnight field trips, no sharing of sleeping quarters is allowed, but for members of the same household.</i></p> <p><i>Walkthroughs by PED staff, contractors, or local officials were required prior to full re-opening to ensure the safety of the campus, which includes review of seating arrangements to ensure that 6-foot social distancing is implemented to the extent possible.</i></p> <p><i>The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including the requirement to maintain six-foot social distancing to the extent possible. The PED has hired investigators to investigate credible complaints.</i></p> |
| <p>Handwashing and respiratory etiquette</p> | <p><i>The PED has released guidance requiring schools to implement COVID-safe practices including handwashing and respiratory etiquette. The guidance includes requirements to:</i></p> |

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| | <ul style="list-style-type: none">• <i>Teach and reinforce good hygiene measures such as handwashing, covering coughs, and appropriate use of face coverings.</i>• <i>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas. Ensure hand sanitizer has no methanol.</i>• <i>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.</i>• <i>Clean/disinfect frequently touched surfaces at least daily and shared objects after each use.</i> <p><i>Walkthroughs by PED staff, contractors, or local officials were required prior to full re-opening to ensure campus safety, which included reviewing the availability of handwashing stations, hand sanitizer and the posting of signage to encourage COVID-safe practices.</i></p> <p><i>The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including the requirement to provide stocked hand-washing stations or hand sanitizer. The PED has hired investigators to investigate credible complaints.</i></p> |
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| <p>Cleaning and maintaining healthy facilities, including improving ventilation</p> | <p><i>The PED has released guidance requiring schools to provide safe facilities for students and staff with specific requirements and guidance to:</i></p> <ul style="list-style-type: none"><i>• Clean/disinfect frequently touched surfaces at least daily and shared objects after each use.</i><i>• Clean/disinfect playground equipment regularly</i><i>• Wait 24 hours after an infectious individual was in a space, then deep clean the space</i><i>• Use a MERV-13 or better filter in the school's HVAC system or use the best filter allowed by the HVAC system and implement other mitigation strategies such as opening windows and doors to promote increased airflow</i><i>• keep activities, such as eating or drinking, that can be completed safely and effectively outdoors, outdoors.</i> <p><i>Walkthroughs by PED staff, contractors, or local officials were required prior to full re-opening to ensure campus safety, which included reviewing compliance with MERV-13 air filtration or using supplemental mitigation strategies.</i></p> <p><i>The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including the requirement to provide</i></p> |
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| | <p><i>MERV-13 or better air filtration or to use the best filter allowed by the HVAC system and implement other mitigation strategies. The PED has hired investigators to investigate credible complaints.</i></p> |
| <p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p> | <p><i>The PED has released, and updated, guidance as necessary to require reporting of positive cases to both the PED and the New Mexico Environment Department and to require schools perform contact tracing when there are COVID-19 infectious-while-on-campus cases.</i></p> <p><i>The PED has worked closely with the New Mexico Department of Health (DOH) to provide schools with detailed contact tracing guidance, as well as guidance on the requirement of positive individuals to self-isolate and for close contacts to self-quarantine.</i></p> <p><i>The PED requires that all public and private schools provide a point of contact for COVID-19 reporting and contact tracing. These points of contact are required to report infectious-while-on-campus cases, along with their close contacts, within four hours of being notified of the positive case.</i></p> <p><i>The PED has developed a robust web form for schools to report infectious while</i></p> |

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| | <p><i>on campus cases and also supports school reporting with a hotline that is available during and after business hours and on weekends.</i></p> <p><i>The reporting system, which includes close contacts, is integrated into the DOH database for follow-up with contact tracers.</i></p> <p><i>The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including the requirement to perform contact tracing and to report infectious-while-on-campus cases. The PED has hired investigators to investigate credible complaints.</i></p> |
| <p>Diagnostic and screening testing</p> | <p><i>The PED has released, and updated, guidance as necessary to require and recommend screening testing and diagnostic testing for COVID-19.</i></p> <p><i>Current screening testing requirements include:</i></p> <ul style="list-style-type: none"> <i>• Weekly staff screening testing at 5%</i> <i>• Weekly student testing goal of 1% (student testing is voluntary for the students)</i> <i>• Activity participant/athlete weekly testing goal of 10% (student testing is voluntary for the students)</i> |

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| | <p><i>Those who have tested positive for COVID-19 in the last 90 days along with those who have provided evidence of being fully vaccinated are not required to participate in screening testing.</i></p> <p><i>Diagnostic testing is currently recommended for unvaccinated students and staff who have not tested positive in the last 90 days and who have been a close contact of an infectious COVID-19 individual. Diagnostic testing does not shorten the quarantine period.</i></p> <p><i>Diagnostic testing is currently recommended for unvaccinated students and staff who have not tested positive in the last 90 days and who are displaying COVID-19 symptoms. A negative test for a symptomatic individual who has not been a close contact and who is displaying mild, non-specific COVID-19 symptoms may reduce the self-isolation period.</i></p> <p><i>No students or staff members pay for diagnostic or screening COVID-19 tests. The PED provides several options for testing including at-home/at-school VAULT testing, Curative testing sites, Public Health Office testing sites or school-based BinaxNOW antigen testing.</i></p> |
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| | <p><i>The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including screening testing. The PED has hired investigators to investigate credible complaints.</i></p> |
| <p>Efforts to provide vaccinations to educators, other staff, and students, if eligible</p> | <p><i>New Mexico prioritized vaccinations for school staff members in March 2021 prior to requiring schools fully reopen in April 2021.</i></p> <p><i>All school staff members who wanted to be vaccinated received at least a first dose by the first week of April.</i></p> <p><i>The PED has incentivized vaccination by exempting students and staff who are fully vaccinated from participation in screening testing.</i></p> <p><i>The PED worked with the DOH and the Governor's office to promote student vaccination week May 3rd - May 8th during which time students were prioritized for first-shot vaccinations.</i></p> <p><i>Schools have also been encouraged to host onsite vaccination events facilitated through the DOH if the school can organize at least 25 individuals to be vaccinated.</i></p> <p><i>Additional incentives for encouraging student and</i></p> |

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| | <i>staff vaccinations are under consideration.</i> |
| Appropriate accommodations for children with disabilities with respect to the health and safety policies | <i>504 teams and IEP teams have the express authority to exempt students with disabilities from health and safety policies provided that the teams can account for the health and safety of the student being exempted as well as for the health and safety of the school community. If appropriate services cannot be provided safely at school, then services must be provided in an alternate location.</i> |

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Plans and policies for re-opening schools and for the operation of school facilities are contained in the COVID-19 Response Toolkit which is included as an attachment. Timelines and milestones for reopening are included in the attached documents.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

The PED has worked with Federal officials through implementation of a supplemental CDC healthy schools grant that supports implementation of best practices related to interrupting transmission of the COVID-19 virus in schools. The PED has also worked extensively with the New Mexico Department of Health (DOH) and the Governor’s Medical Advisory Team to develop and implement guidance and requirements for COVID-safe practices in schools. There are daily meetings between the two state agencies. The DOH has supported screening testing in schools through providing guidance, managing contracts with vendors, and helping to train school personnel on how to provide COVID-19 antigen tests and how to report the results. The PED and DOH are currently developing a plan for how to use the state’s \$63 million federal grant to best support school testing.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

The PED has provide numerous trainings related to implementing COVID-safe practices, reporting positive cases, and performing contact tracing. Additionally, for most of the 2020/2021 school year there were weekly technical assistance calls with superintendents that included additional support and clarifications related to implementing COVID-safe practices, reporting and contact tracing. (see attachment)

Upcoming trainings provided in collaboration with the DOH will include trainings on:

- 1) Screening testing requirements for 21/22 and how to achieve them,
- 2) Changes to the COVID-Response Toolkit for 21/22 and how to implement the changes, and
- 3) Implementing a school-based BinaxNOW testing program

Additional trainings will be provided as:

- 1) the status of the PED's application for an additional year of the supplemental CDC healthy schools grant is announced;
- 2) the plan on implementing the state's \$63 million grant to support screening testing in schools is finalized; and
- 3) changes and needs arise.

2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social emotional, mental health, and other needs, which may include student health and food services;
 - iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER

- grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

In the ARP ESSER III Interim Award memo issued on May 24, 2021, Title I – New Mexico Public Education Department (state.nm.us), PED listed the requirement for LEAs to post their Reentry Plans by June 24, 2021. Within the ARP ESSER III Application, each LEA must post the link to its plan on the LEA's website. Existing plans have been reviewed and approved by PED. In the memo, PED included this text: "During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must comply with section 2001(i)(2) of the ARP Act. (See Federal Register :: American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund).” PED will provide ongoing training on this requirement and will monitor LEAs to ensure compliance.

The PED will update guidance as necessary per CDC updates. Onsite visits by PED staff, contractors, or local officials will be conducted to provide support and ensure compliance. The PED hosts a hotline for constituents to notify the agency of instances in which schools are not following COVID-safe practices required by the PED, including screening testing. The PED has hired investigators to investigate credible complaints.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. **SEA Consultation:** Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

- v. school and district administrators (including special education administrators);
- vi. superintendents;
- vii. charter school leaders (if applicable);
- viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
- ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

Throughout the COVID-19 pandemic, the New Mexico Public Education Department (NMPED) has engaged in continuous feedback loops with essential stakeholders. The Secretary's Community Advisory Council, a diverse cohort of nearly 75 teachers, family members, and civic leaders from across the state has shared community input and advised the NMPED executive on communication, connectivity, academic acceleration, facilities improvements, staffing, safety protocols, transportation, and other COVID-related matters. Further, the NM Secretary of Education has engaged in parent, teacher, and student focus groups, school-based listening sessions, statewide town hall discussions, and other stakeholder engagement opportunities wherein student, school staff and family feedback on COVID remediation and relief was offered. The NM Assistant Secretary of Education and the Indian Education Department have conducted weekly calls with Tribal Education Directors, engaged in informal consultation regarding the impact of COVID-19 on the educational experiences of Native American students and families, and conducted visits to districts who serve high populations of Native American students.

Ultimately, the NMPED offered a presentation on the agency's priorities for federal funding to the Secretary's Community Advisory Council and asked participants to complete a feedback survey. The presentation was recorded and shared electronically, along with the feedback survey, with the following entities:

- Parents Reaching Out (a NM-based student disability rights' advocacy organization)
- New Mexico Tribal Education Directors
- The NM Hispanic Education Advisory Council
- The NM Indian Education Advisory Council
- The NM Multicultural and Bilingual Education Advisory Council
- Superintendents, Charter Directors, and School Leaders
- The NMPED Civic Council
- The NMPED Family Cabinet
- New Mexico Teacher Leader Network (NMTLN)
- School Counselors

- Community Schools Network
- The Office of African American Affairs
- Homeless Liaisons and McKinney Vento Coordinators

The community feedback survey, distributed to diverse stakeholder groups and constituencies, soliciting input on the agency’s plans for federal funds was administered over the course of three weeks. The majority of respondents indicated they were educators or family members of public school students, with nearly 8% reporting a tribal affiliation, 20% noting their role as advocates, and 2% students. Overall, 70% of respondents felt the state’s plan for investing federal funds in public education would have a significant and sustainable positive impact. While 47% of respondents agreed that the plan met the needs of their community, 32% reported a neutral level of agreement. In addition, 61% of respondents were supportive of the state’s plan for allocating and spending ARPA funds, with only 4% in strong disagreement. A detailed summary of the survey data is available as an attachment titled, C.1 SEA Consultation NM ARPA Community Input Survey.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

| Funding source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
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| ESSER I (CARES Act) | <i>Tech Equipment; PD for Distance Ed.; Mental Health; Low</i> | <i>Tech Equipment; PD for Distance Ed.; Mental Health; Low</i> |

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| | <p><i>Income Students; Students w/Disabilities; English Learners; Native American Students; Other Minority Students; Homeless/Foster; Summer/After-School; School Leaders' Needs for Continued Operation; CTE; Adult Ed; Family Literacy; COVID Collaboration; COVID Procedures/Systems; Training on COVID; PPE, Supplies, and Sanitization; COVID Closure Planning; Continuity Activities and PPE; Other ESEA Activities; Air Filtration; Software, Professional Development, and Instructional Coaching for Online Learning; Support for Tribally Controlled Schools and Departments of Ed; Statewide LMS.</i></p> | <p><i>Income Students; Students w/Disabilities; English Learners; Native American Students; Other Minority Students; Homeless/Foster; Summer/After-School; School Leaders' Needs for Continued Operation; CTE; Adult Ed; Family Literacy; COVID Collaboration; COVID Procedures/Systems; Training on COVID; PPE, Supplies, and Sanitization; COVID Closure Planning; Continuity Activities and PPE; Other ESEA Activities; and Air Filtration; Software, Professional Development, and Instructional Coaching for Online Learning; Support for Tribally Controlled Schools and Departments of Ed; Statewide LMS.</i></p> |
| <p>GEER I (CARES Act)</p> | <p><i>Student connectivity; Improving Air Quality (Air Filtration); Support for Tribally Controlled Schools and Departments of Ed; PPE, Building Sanitization and Cleaning Supplies.</i></p> | <p><i>Internet Connectivity</i></p> |

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| ESSER II (CRRSA Act) | <i>All allowable uses under CRSSA Act, Section 313 (d).</i> | <i>All allowable uses under CRSSA Act, Section 313 (d) and Retention Stipends; Sick Leave; SEL; Air Filtration.</i> |
| GEER II (CRRSA Act) | <i>Digital Devices and Connectivity; Air Filtration.</i> | <i>Digital Devices and Connectivity; Air Filtration.</i> |

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations. LEAs received access to ESSER I funds May 14, 2020. LEAs received final Awards April 28, 2021. LEAs received access to ESSER II funds February 2, 2021. 100% of ESSER I funds have been obligated. See attached documents for information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs. The SEA is able to track LEA obligations.
- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

NMPED’s School-Based Mental Health Grant Program received a five-year, \$10 million (\$2 million/year) grant from USDE’s School-Based Mental Health Grant Program to support the PED’s Expanding Opportunities Project. The Expanding Opportunities Project has five program activities:

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

1. Loan Repayment for School-Based Mental Health (SBMH) Providers in Selected Local Educational Agencies (LEAs).
2. Increased Pay for SBMH Providers in Selected LEAs
3. Stipends for Trainee SBMH Providers in Selected LEAs.
4. Advanced Licensure Assistance for SBMH Providers.
5. Professional Community Facilitation.

NMPED is also collaborating with our sister state agencies like Human Services Division to revise our state Medicaid plan to allow LEAs to be able to get reimbursed from Medicaid for general education students who qualify for services.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

NMPED will use \$22 Million in funds to support a suite of supports (see attachment) grounded in accelerated learning. Funds will provide customized professional learning opportunities aligned to Acceleration and Multi Layered Systems of Support in three focused areas:

 - a. Providing professional development to Districts/Charters which supports equitable access to grade level standards through a learning acceleration lens at the universal instruction level (core instruction).

- b. Providing a suite of tutoring supports which guides schools in utilizing targeted and intensive interventions with a focus on high dosage tutoring.
 - c. Providing infrastructure as a dashboard for tracking high dosage tutoring efforts and supporting a continuous review cycle regarding tutoring efforts.
 - ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and All interventions specifically address the impact of at-risk students in New Mexico by prioritizing Title I districts and schools with the suite of supports described above. Likewise, around 70% of the students in New Mexico can be described as at-risk, and as such, broad funding and interventions truly targets the majority of the students in the state. NMPED will continue to request that LEAs use consistent interim assessments to measure growth through the summer and school year 2021-22. Students in K-2 will be required to use a statewide interim in reading and math and students in grades 3-8 will be provided the state interim assessment at no cost. In addition, NMPED will be contracting with a vendor to create a dashboard for high dosage tutoring to support LEAs with tracking targeted instruction. NMPED has also invested in supporting Mastery Connect, an assessment tool that can be used at the classroom level and is available to all educators in order to better support individualized instruction and just-in-time supports.
 - iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures. NMPED will use funds to contract with a vendor to continue statewide work on a project we began in the spring of 2020, **Engage NM**. The project provides a personal academic coach and counselor to support students struggling with engagement and/or chronic absenteeism. Students are locally identified and the project tracks success and interventions.
- 2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students'

academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;
At \$6 Million, NMPED has set up a joint program with local municipalities to provide summer internships for students. The program is evidence-based, using research on best practices for work-based learning, including connecting job experience to labor-market information and internship placements that reflect the state, regional and local economic data regarding specific, in-demand workforce opportunities. Further, each program requires an adult coordinator that supports the students, collaborates with the local employers, and implements internship protocols. This program specifically targets teen students as we have seen an alarming trend in New Mexico where several youth are struggling to re-engage with school due to moving into the workforce during the pandemic. This program is designed to support economic recovery, the social and emotional resilience of youth, and develop student agency. It is also designed to re-engage youth to return to school for 2021-22. At \$3.8 million, NMPED will provide grants to districts and partner organizations to provide summer programming that is designed to facilitate enrichment activities focused on one of five targeted areas: 1) STEM programs, 2) outdoor, environmental education programs, 3) museum-based, arts, or cultural programs, 4) at-risk youth and teen-oriented programs, 5) land-based, agricultural, or CTE type programs. A requirement of these programs will be to re-engage youth and provide strong SEL support so that students are socially, emotionally, and academically better prepared to begin school in August.
- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and
The purpose of the Summer Internship Program is to support New Mexico communities in the cost of internships for current high school students who work at placements in tribal, county, or municipal government. The primary requirement of the grants is for the awardee to encourage at-risk students to participate using explicit engagement strategies. Similar to above, most counties or

municipalities in New Mexico have large, if not overwhelming populations of at-risk students and identification is less of an issue.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.
At \$3 Million, NMPED will continue to contract with Graduation Alliance to bolster the project we began in the spring of 2020, **Engage NM**. The project provides a personal academic coach and counselor to support students struggling with engagement and/or chronic absenteeism. Students are locally identified and the project tracks success and interventions. Students who missed the most in-person instruction and were largely disengaged during 2020-21 will be identified for automatic tiered support moving into 2021-22.

- 3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

NM PED will provide a Request for Application (RFA) to community-based organizations across the state that implement evidence-based programs to students. An example is the Community Schools model, which utilizes the Extended Learning Time and Opportunities pillar as part of its implementation strategy. NM PED will also use these funds to provide paid internships for high school students.

NM PED will evaluate the impact of these programs by comparing the chronic absenteeism rates for participating students in school year 2020-21 as compared to school year 2021-22.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

NM PED will prioritize the allocation of these funds to those LEAs that do not have schools participating in the 21st Century Learning Community program. Additionally, the funds used for after school programming in community schools may be used for modified programming where the after school program is implemented at the local homeless shelter as appropriate. The paid

internship program for high school students will prioritize students who are homeless, highly mobile, and migrant. NM PED will use end-of-year data from school year 2020-21 to prioritize funding for those LEAs serving the highest percentage of homeless and migrant students, as well as students who are in foster care.

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

NM PED will utilize its end-of-year chronic absenteeism rates from school year 2020-21 as one data point of prioritization for these funds. We will then compare these chronic absenteeism rates to school year 2021-22 as a way to evaluate impact of these programs.

4. **Emergency Needs:** If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

The anticipated use of ARP funds to build SEA and LEA capacity to ensure students' and staff's healthy and safety are contracted implementation teams to support contact tracing, site certification and rapid response, PPE purchases and distribution, COVID-Compliant investigators and communication support, support for employees working from home and air filtration systems for employees working on site. Anticipated use of funds to meet students' academic, social, emotional, and mental health needs will include stakeholder surveys which will guide 360 surveys, Meyers-Briggs, TKI, Psychological safety, change management, immunity to change, and continuous change improvement processes.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. **LEA Plans for the Use of ARP ESSER Funds:** Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be

within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:

- i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
- ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
- iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
- iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

The ARP ESSER III application requires LEA to post their ARP ESSER III Applications (plans) no later than August 24, 2021. This is also the due date for the application.

The application indicates required compliance with CDC and includes both a checkbox to indicate agreement with this requirement and a link to CDC.

The application separates 20% of the LEA's award and requires a description of the LEA's intended use of funds in compliance with the requirements of this reservation.

The application lists the allowable uses in section 2001(e)(2) of the ARP Act and requires LEAs to provide narratives for all uses for which they budget funds.

PED will require LEAs' narratives to indicate how their proposed interventions will address the academic, social, emotional, and mental health needs of all students and particularly subgroups of students disproportionately impacted by the COVID-19.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

LEAs are required to indicate, in the ARP ESSER III application, their meeting dates with specific stakeholder groups. This requirement is listed in the Award Memo and the Assurances for the ARP ESSER III application. PED will emphasize this requirement in the training it will provide to LEAs.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;
The Student, School and Family Support Bureau (SSFS) will support LEAs by providing training via Zoom and by phone.

SSFS will review ARP ESSER III applications and will approve such as meet the requirements above.

SSFS will monitor programmatic and fiscal issues via desktop reviews by requiring a detailed expenditure report every time an LEA submits a request for reimbursement (RFR). Staff will compare funded activities and other expenditures against ESSER III allowable costs and the LEA's approved application. SSFS and Fiscal Grants

Management (FGM) staff will request additional documentation regarding individual purchases when necessary.

Onsite monitoring will be conducted per the prevailing Public Health Order. If in-person visits are not possible, PED will conduct the activities below via Zoom or other platform.

Onsite monitoring activities will include interviews with district staff. PED staff will review inventory lists and tracking documents for devices and equipment purchased with ESSER III funds.

PED will develop the means by which to collect evidence of the effectiveness of interventions employed.

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and
The ARP ESSER III application contains a dropdown menu for student subgroups. During training, PED will explicitly state the requirement for funds to be used to address the disproportionate impact of COVID-19 on these students. PED will monitor for consistency between the ARP ESSER III application and implementation.
- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.

PED will provide training to LEAs and will require LEAs to provide specific answers to questions based on iii. a-c.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-

of-school suspensions) and creating a positive and supportive learning environment for all students.

New Mexico Public Education Department is working diligently to support Local Education Agencies with finding impactful, innovative ways to expend ARP ESSER funds with a laser focus on equity. One of the primary methods in place to support LEAs is modeling. PED has worked collaboratively with LEA and community leaders to identify and prioritize students' needs one of which is closing the digital divide.

There are several factors associated with providing equitable access to connectivity sources and to devices necessary to facilitate and participate in virtual and traditional learning. PED has taken the lead on the following to provide specific examples for LEAs to follow in their work to support equitable access:

- Providing solar generators as an additional source of power in areas where the current infrastructure is inadequate
- Purchasing and providing technology tools at no cost to eligible schools and families
- Purchasing and providing more access to internet connectivity through hotspots

PED is also leading the way, in partnership with LEAs and community agencies, to create conditions that allow for additional instructional time for students in response to potential loss of learning time. With support from the state legislature, funding is available for schools to participate in Kindergarten –grade 5 programs, extended learning time programs and programs geared towards Kinder-12 (pilot program) full districts. Programs can be facilitated in the traditional school setting, through project-based learning, learning from the land initiatives, in partnership with community agencies and using other innovative methods identified by school leaders that best support student participants. LEAs can work with PED staff in thought partnership to think creatively on how to design and fund programs as needed.

Other initiatives in place and encouraged by NMPED as the State Education Agency include the following as additional ways to expend ARP ESSER funds to support equity in education:

- Student participation in summer internships
- Ongoing nutrition programs to keep students fed
- Identification of unaccounted for students to make sure all students are safe and receiving all available services
- Focused guidance, with strong encouragement, to think more creatively regarding discipline to decrease out of school time for all students (i.e. restorative practices)
- Providing supplemental funding via mini SEL (Social Emotional Learning) grants

Another high priority piece of this work surrounds the state-wide implementation of equity councils. The NMPED is committed to the work of providing resources and guidance to districts and charters through an “accountability with support” model. This means that the NMPED is building the foundation for equitable spending and allocation of resources through the work of the Equity Councils as advisories to school boards, superintendents, charter school executive directors, and governing bodies through the data collected in the Martinez and Yazzie Readiness Assessment.

For many students, going from a traditional classroom to learning from home can be a real challenge. New Mexico's Public Education Department has partnered with Graduation Alliance to provide an extra layer of support for students and families who might be struggling with these changes. Students who choose to participate in the program will get an academic coach to work with them to answer questions, connect them with resources, and develop a plan to get on track and finish the school year strong. Graduation Alliance is reaching out to students through phone calls, emails, text messages and more to

get students started. There is no cost for the student. ENGAGE New Mexico is completely free to students.

Through modeling, guidance and partnerships NMPED is supporting LEAs as much as needed to foster innovative spending of ARP ESSER funds in our state-wide effort to provide a quality, equitable education for all of New Mexico’s students.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Table F1.

| Area | Data on shortages and needs | Narrative description |
|---|---|--|
| Special educators and related service personnel and paraprofessionals | <i>In school year 2020-21 41.8% of LEAs reported a need for Special Education Teachers, related services providers, and paraprofessionals</i> | <i>Special Education teachers are the most pressing need for the state.</i> |
| Bilingual educators | <i>In school year 2020-21 23.3% of LEAs reported a need for bilingual and TESOL endorsed teachers.</i> | <i>Bilingual educators are needed, particularly in rural spaces across New Mexico and along the southern border.</i> |
| English as a second language educators | <i>In school year 2020-21 23.3% of LEAs</i> | <i>Educators that are endorsed in TESOL</i> |

| | | |
|---------------------------|--|--|
| | <i>reported a need for bilingual and TESOL endorsed teachers.</i> | <i>are critical to the success of all students in New Mexico, particularly with both a heavy Spanish-speaking population as well as a concentrated effort among tribal communities to support language revitalization.</i> |
| STEM educators | <i>In school year 2020-21 39.5% of LEAs reported a need for STEM teachers.</i> | <i>STEM educators -- most especially math and computer science teachers -- are critically needed in all areas of the state.</i> |
| CTE educators | <i>In school year 2020-21 9.3% of LEAs reported a need for CTE teachers.</i> | <i>As high school redesign and CTE becomes a larger emphasis in New Mexico, so will the demand for CTE educators increase.</i> |
| Early childhood educators | <i>In school year 2020-21 9.3% of LEAs reported a need for early childhood teachers.</i> | <i>The state has committed to moving towards universal early childhood education. With this follows a concerted effort to increase available, and highly qualified, early childhood educators.</i> |
| School counselors | <i>In school year 2020-21 17.0% of all LEAs and 69% of all charters had no school counselors on staff.</i> | <i>NMPED received a five-year, \$10 million (\$2 million/year) grant from USDE's School-Based Mental Health Grant Program to support the PED's Expanding Opportunities Project. The Expanding</i> |

| | | |
|-----------------------|---|--|
| | | <p>Opportunities Project will provide loan repayment, increased pay and advanced licensure for school-based mental health providers, as well as stipends for trainees. NMPED is also working with the Human Services Division to revise our state's Medicaid plan, which will allow LEAs to be reimbursed by Medicaid for mental health services provided to general ed. students who qualify beginning in FY23.</p> |
| <p>Social workers</p> | <p><i>In school year 2020-21 22.0% of all LEAs and 25.0% of all charters had no social worker on staff.</i></p> | <p>NMPED received a five-year, \$10 million (\$2 million/year) grant from USDE's School-Based Mental Health Grant Program to support the PED's Expanding Opportunities Project. The Expanding Opportunities Project will provide loan repayment, increased pay and advanced licensure for school-based mental health</p> |

| | | |
|---------------|--|--|
| | | <p>providers, as well as stipends for trainees. NMPED is also working with the Human Services Division to revise our state's Medicaid plan, which will allow LEAs to be reimbursed by Medicaid for mental health services provided to general ed. students who qualify beginning in FY23.</p> |
| <p>Nurses</p> | <p><i>In school year 2020-21 10.0% of all LEAs and 75.0% of all charters had no nurses on staff.</i></p> | <p>NMPED received a five-year, \$10 million (\$2 million/year) grant from USDE's School-Based Mental Health Grant Program to support the PED's Expanding Opportunities Project. The Expanding Opportunities Project will provide loan repayment, increased pay and advanced licensure for school-based mental health providers, as well as stipends for trainees. NMPED is also working with the Human Services Division to revise our state's</p> |

| | | |
|-----------------------------|--|---|
| | | <p>Medicaid plan, which will allow LEAs to be reimbursed by Medicaid for mental health services provided to general ed. students who qualify beginning in FY23.</p> |
| <p>School psychologists</p> | <p><i>In school year 2020-21 31.0% of all LEAs and 83.0% of all charters had no school psychologists on staff.</i></p> | <p>NMPED received a five-year, \$10 million (\$2 million/year) grant from USDE’s School-Based Mental Health Grant Program to support the PED’s Expanding Opportunities Project. The Expanding Opportunities Project will provide loan repayment, increased pay and advanced licensure for school-based mental health providers, as well as stipends for trainees. NMPED is also working with the Human Services Division to revise our state’s Medicaid plan, which will allow LEAs to be reimbursed by Medicaid for mental health services provided to</p> |

| | | |
|--|--|---|
| | | general ed. students who qualify beginning in FY23. |
|--|--|---|

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

To support the general retention of educators across the entire state, NMPED has worked with the Governor’s office and Legislature to provide consistent funding towards professional development and mentorship, consistently at \$11 Million each year. In addition, \$1 Million in CRRSA funding has been allocated to support teacher recruitment efforts including a statewide recruitment tool and a marketing campaign. Over \$20 Million is identified for Professional development that supports each of the categories of educators above, including support for culturally relevant instruction, early literacy, accelerated learning, MLSS, and grants to support SEL professional development for all LEAs.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

NMPED will do three things to address anticipated gaps in certified educators and expand the pipeline. Primarily, New Mexico has provided an increase in state funding via the unit value at \$5 Million to support LEAs with increased budget towards hiring. Secondly, NMPED is investing in teacher recruitment as described above. Third, in support of long-term impact towards developing the pipeline and increasing educator diversity within the state, NMPED is investing just under \$40 Million in a program designed to support “Educator Fellows.” (see attachment) This program is targeted at young adults or other adults looking for employment. The objective for the Educator Fellows project is to create a temporary workforce, or job corps, that support teachers in their classrooms. This is based on the recognition that educational assistants are vital to student success; collectively, more adults are able to better serve

students with just-in-time remediation or targeted small-group instruction. The project will also provide an experiential entree into the education profession with funding and established, clear pathways for advancement.

NMPED will fund 500 fellows through initial boot camp-style training and then place them in elementary classrooms across the state. This program aims to likewise support accelerated learning practices that will require agile instruction, effectively using small group instruction and targeted, high-dosage tutoring. This requires additional adults. NMPED will then continue to fund course work for these fellows, as they move towards Associates, Bachelors, or teaching certificates. NMPED will also fund coaches, a project coordinator, an evaluation of the program, and provide training for the cooperating teachers.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has ensured, developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g., hiring additional personnel or freeing up these staff to focus on providing services to students).

PED will provide the following four key strategies to support LEAs with support staff. 1) NMPED received a large, US Department of Education grant to support the development of behavioral health specialists in schools. A core component of the work of this grant is to develop licensure pathways and support adult pathways in careers oriented around counseling, social work, and mental or behavioral health. 2) NMPED is working to expand Medicaid access to school-based health clinics and districts so that behavioral health is funded at a more adequate level, and adults who serve students in this space are adequately paid, incentivizing the work in and with LEAs. 3) NMPED has increased general funding to the LEAs with the past legislative session at \$5 Million, hoping to support increased hiring of support staff. 4) NMPED is aggressively working on expanding licensure waivers and access to credentials. (For instance, a student success advisor who typically is credentialed to support attendance and truancy might be issued a waiver to work as a counselor. They would be supported to pursue professional development, micro credentials, or course work towards a full degree).

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

PED collects student, teacher, courses and school data quarterly from the LEA's Student Information Systems (SIS) and stores it in our Student Accountability Longitudinal Data warehouse system on a quarterly basis. PED will be expanding its data collection capacity to include assessment data and financial data at the school level through the expansion of ED-FI data model.

PED is currently partnering with the Center for Assessment to understand the impact of the COVID-19 pandemic on instructional time and student learning. Results from this study should be completed by fall 2021. PED will likely engage in follow-up studies to further understand impacts of the pandemic on student learning to complement this initial study.

As part of New Mexico's Comprehensive State Plan under ESSA, data on student attendance, chronic absenteeism, access to high-quality educators, student and parent satisfaction with their schools, and participation in advanced coursework is

already collected by PED. We will continue to collect this information moving forward, and PED plans to incorporate additional data points around school staffing and other opportunity to learn measures in future years. Data on each of these measures is and will continue to be reported publicly on the New Mexico Vistas website (newmexicoschools.com) at the school, district and state levels.

Comparable fiscal data at the school level is addressed through the PED Online Statewide Financial Information website currently under development. The public website will allow transparency to the public for school level financial information. The website is scheduled to go live with 5 pilot districts on December 31, 2021. The remaining LEA's will begin submitting financial data, by school level beginning with their FY23 Operating Budgets, this will be published on the website July 2022.

Additionally, the PED will include in the 40th day data collection for SY 21-22 a new section called Digital Equity Data Collection for all NM public teachers and students. This new data collection will identify student and teacher needs for digital devices and internet connectivity.

The PED will expand its capacity for reporting and analysis of data collected from the LEAs by implementing a new data analytics and visualization platform as well as hiring new staff with skills in business intelligence analysis and data publishing.

By standardizing on the ED-FI data model for additional data families such as financials, assessments and digital equity, capacity for LEA collection is improved by leveraging automated data collection process supported by most commercial vendors in use by the LEAs.

NMPED will encourage LEAs to track personnel expenditures and in this way, keep track of jobs created and retained. Internal to the agency, the SEA will use funds to support between 20 and 30 individuals to support programs and fiscal oversight in relation to the ARP funding. We will track and monitor job creation and retention accordingly and within typical HR structures.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Please see attachment titled, G.2 Monitoring and Internal Controls

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

In March, the Public Education Department informed all LEAs that they were expected to begin offering in-person learning opportunities for all students choosing that option, and to continue to allow students choosing to remain online to participate in online programming. As such, all schools and districts in New Mexico offered full-time in-person instruction to all students as well as online only programming. All schools had a mix of some students in person and some students online.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Add or change rows as needed

| Number of schools | All schools | Offered to all students | Offered to some students | Not offered |
|--|--------------------|--------------------------------|---------------------------------|--------------------|
| Remote or online only | 0 | 0 | 0 | 0 |
| School buildings open with both remote/online and in-person instruction (hybrid) | 0 | 0 | 0 | 0 |
| School buildings open with full-time in-person instruction | 840 | 840 | 0 | 0 |

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Add or change rows as needed

| Number of students | Total enrollment | Remote or online only | Both remote/online and in-person instruction (hybrid) | Full-time in-person instruction |
|---|-------------------------|------------------------------|--|--|
| Students from low-income families | 138573 | 0 | 0 | 138573 |
| White, not Hispanic | 66466 | 0 | 0 | 66466 |
| Black or African American, not Hispanic | 5698 | 0 | 0 | 5698 |
| Hispanic, of any race | 199280 | 0 | 0 | 199280 |
| Asian, not Hispanic | 3736 | 0 | 0 | 3736 |
| American Indian or Alaskan Native, not Hispanic | 32597 | 0 | 0 | 32597 |
| Native Hawaiian or Pacific Islander, not Hispanic | 407 | 0 | 0 | 407 |
| Two or more races, not Hispanic | 7021 | 0 | 0 | 7021 |

| | | | | |
|--|-------|---|---|-------|
| Race/Ethnicity information not available | 0 | 0 | 0 | 0 |
| English learners | 49396 | 0 | | 49396 |
| Children with disabilities | 54583 | 0 | 0 | 54583 |
| Students experiencing homelessness | 5874 | 0 | 0 | 5874 |
| Children and youth in foster care | 2873 | 0 | 0 | 2873 |
| Migratory students | 1312 | 0 | 0 | 1312 |

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);

- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVID plan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable

access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

The following steps will be carried out by the New Mexico Public Education Department (PED) with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability and age to maximize participation for students, teachers

and program beneficiaries. 1. Require local education agencies to provide a description of how the LEA will address barriers which may impede equitable access or participation in the LEA's federal programs. 2. Post information materials, schedules of events and program assessments on the internet which enable assistive computer devices to interpret materials for the user. 3. Host professional development activities in American with Disabilities Act (ADA) accessible and compliant facilities. 4. Develop and administer pre-participation surveys to target attendees for workshops and trainings to solicit access requirements such as interpreters. 5. Offer multi-lingual services for consumers and others as needed and appropriate. 6. Require training in the area of Civil Rights for all PED employees on an annual basis. 7. Offer training to all PED employees on cultural competencies. 8. Hire, recruit and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers and individuals with disabilities to plan, implement and evaluate program services, to the greatest extent possible. 9. Provide an agency level Title IX Coordinator and website for employees, students, parents and families on how to access assistance. 10. Require school districts to designate a Title IX Coordinator and provide annual assurances. 11. Provide resources, reviews and personnel as part of the state's Methods of Administration for those secondary and post-secondary entities offering Career Technical Education

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.